THE WOOSTER PRIMER

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THE

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BY

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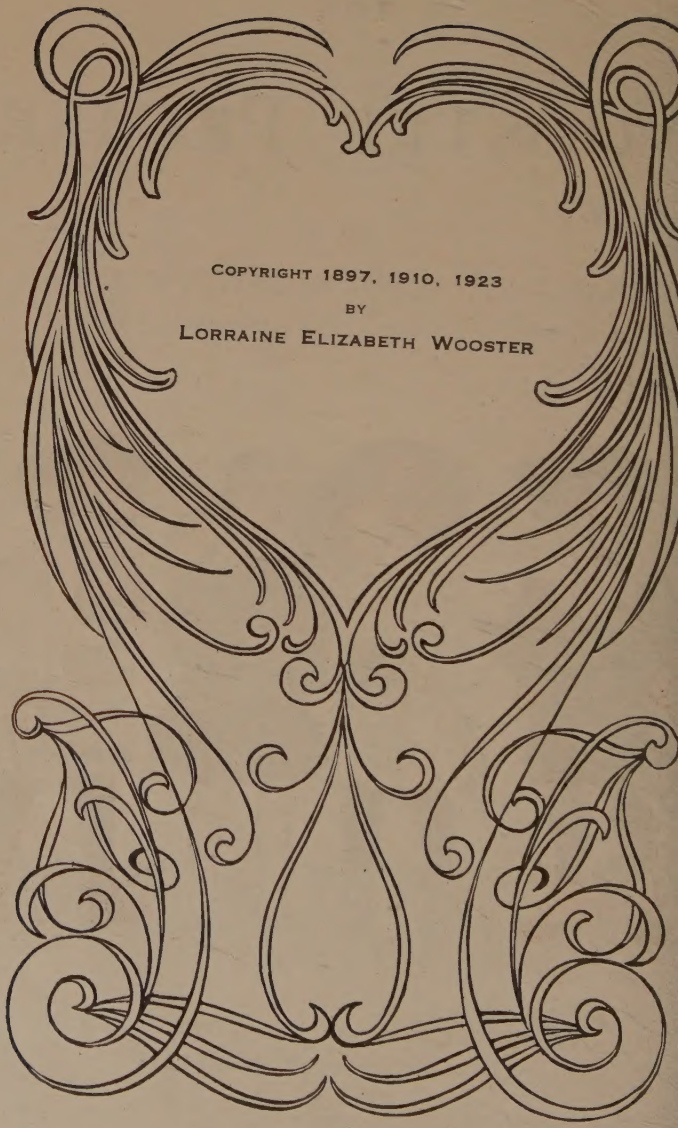

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BY
LORRAINE ELIZABETH WOOSTER

PREFACE.

This book is based upon actual school-room work.

It gives a definite plan of work, which may be followed by the inexperienced teacher.

The words selected are those familiar to most children.

All the new words used in each reading lesson appear diacritically marked with that lesson, also in lists unmarked.

The words are repeated a sufficient number of times, that the children do not forget them.

The review lessons consist of the old words made into new sentences.

The reading lessons are illustrated, and all principal features brought out by the pictures. Most of the illustrations are photographs from life, therefore true to nature.

The use of color work in the illustrations adds to their attractiveness and makes the lessons more pleasing to the children.

Each reading lesson is so arranged that it leads to the next, and the little people who appear in the illustrations are carried through the book, making the pictures and reading lessons more interesting to the children.

The pictures for the reading matter are so planned that the children may get the thought from the pictures, and hence may be able to express it in their own language.

The Language, Writing, Drawing, Number work and Stick-laying exercises are all carefully graded to suit the needs and capabilities of pupils in first-year work. These lessons give the needed seat work. No first-year book should be considered complete that does not contemplate busy work for the little hands.

A number of lessons are given near the close of the book which have no new words, but each has new thought in new sentences. These lessons are for the "clinching," as it were, of all words in the book, and for drill to secure natural expression in reading. They also give an opportunity to test the children in their mastery of the vocabulary.

Teachers will observe that children using this book need only the help of the "guiding teacher."

The natural instinct of children is to "do things." They wish to be independent workers.

The "talking teacher" never sends intelligent, orderly workers from her room. Hence the failure of all "Phonetic Method" books or any strictly "method" book. Such books work the teachers beyond reason, with little or no beneficial results to the pupils.

This book is free from unreal features in both illustrations and lessons. There are no distressing stories, myths, or dramatization, which teachers, parents, or physicians could term injurious to the nervous system of pupils.

SUGGESTIONS TO TEACHERS.

It is not how much the teacher can give, but how much the child can retain. As Judge Tourgée said: "The greatest fault with the schools is, that the teachers are shooting above the heads of the children."

Reading.—It is not wise to try to give the five or six-year-old child reading matter containing words that belong in Third Grade work, and ask that he recognize, spell, write or pronounce them readily. The result of such efforts is bound to be slow progress, with lack of interest for the pupil and discouragement for the teacher.

The use of the blackboard is necessary for word and phonic drill work, even though much chart and blackboard work is given before the books are placed in the hands of the children. The words given from the blackboard may be used in exercises to gain correct pronunciation, rapid recognition of words, correct spelling, etc., and the teacher can point to them so as to make sentences. This work will improve the slow reader.

Make the lessons interesting and pleasing for the children. Much depends on the manner of presenting a lesson.

Word Cards are a great help in the rapid recognition of known words, and in sentence-building they assist the child to gain the correct use of words, punctuation marks, and capitals. The Word Cards will not only be instructive, but will keep the children busy while the teacher hears other classes.

Never permit the children to put away their work until you have looked at it. Give the children words of praise when possible, and let them feel that you are interested in their work.

Writing.—Writing is best taught by letters, words, and sentences.

Care should be taken to get arm-movement and a free, easy holding of the pencil and pen.

Let the children watch the teacher write a letter or a word on the blackboard; then let her write a letter or a word on the blackboard *for each child in the class,* and help each child to trace that letter or word. If the children do trace the same letters or words many times on the blackboard, an easy arm-movement is soon acquired, and at the same time a correct form is learned.

In this way the children will learn to make the letters and words correctly. In the same manner letters and words can be traced on the slates or paper.

The beginners should also be given the figures in this way until they have learned the correct forms and can make them without help.

All blackboard work should be in script. Teachers should never print words on the blackboard for the children, for in so doing the children have a form to learn which they should never use, and it is a waste of time for both teacher and pupils.

Number Cards.— The Number Work is in a form to please the children and give them a systematic beginning. It will save the teacher some blackboard work. Page 25 is to teach the names and value of the nine figures.

Number Cards may be used with much profit in teaching the figures and combinations, and as a rest from slate work.

Stick-laying.— The designs for stick-laying are only a few of the many that may be given the little people. Toothpicks may be used if colored sticks cannot be secured. The Stick-laying exercises may be used to teach form, color, and number. Ask the children to tell you what they can make with two sticks, three sticks, four sticks, five sticks, six sticks, seven sticks, etc. Direct them to put so many sticks of each color together. The teacher can write the figures on the blackboard with colored crayon, showing the number of sticks of each color that are to be placed together.

Drawing.—Only the simplest outline work is given in the drawing. But this will serve to interest and please the children, and also to give them a foundation for the future work of the following years. The lessons illustrated in outline drawing are for the children to copy. Broad gray lines are used in the book, the same as should be required of the children, on slates, blackboard, and paper.

Language.—The sentences with blanks are to be filled by the children from their stock of words already acquired. This draws on their originality and ingenuity, and at the same time serves for language and review.

Phonics and Spelling.—Phonic drills should be given from the blackboard and book, using such words and letters as the lessons require. Let the children become familiar with these exercises by repeating them after the teacher until they can do the work without help. The review words for spelling will be found very helpful for spelling and drill work in marking.

Paper-folding and Sewing.— Paper-folding and sewing may be used to aid in teaching color, number, form, neatness, etc., and may be given as a rest from other work.

Clay-modeling.— Clay-modeling may be given to teach form, neatness, etc., and to familiarize the child with the names of geometrical forms.

The Holidays are given special lessons, as they furnish so much interesting material for the children.

Nature Study should be given from the real objects if possible, such as leaves, seeds, fruit, etc., and not from pictures.

Artistic color work is given in this book with leaves, flowers, fruit, etc., and it will aid in the Nature Study work.

The plan followed in this book is such that the teacher may take up other nature study where it is most suitable for the class.

A	a			N	n		
B	b			O	o		
C	c			P	p		
D	d			Q	q		
E	e			R	r		
F	f			S	s		
G	g			T	t		
H	h			U	u		
I	i			V	v		
J	j			W	w		
K	k			X	x		
L	l			Y	y		
M	m			Z	z		

YELLOW
RED
BLUE
ORANGE
GREEN

I see

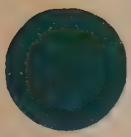
a A sēe

A ●

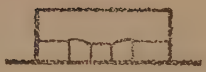
I see a

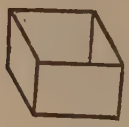
I see a

I see a

I see a 

hăt bŏx

I see a hat. 

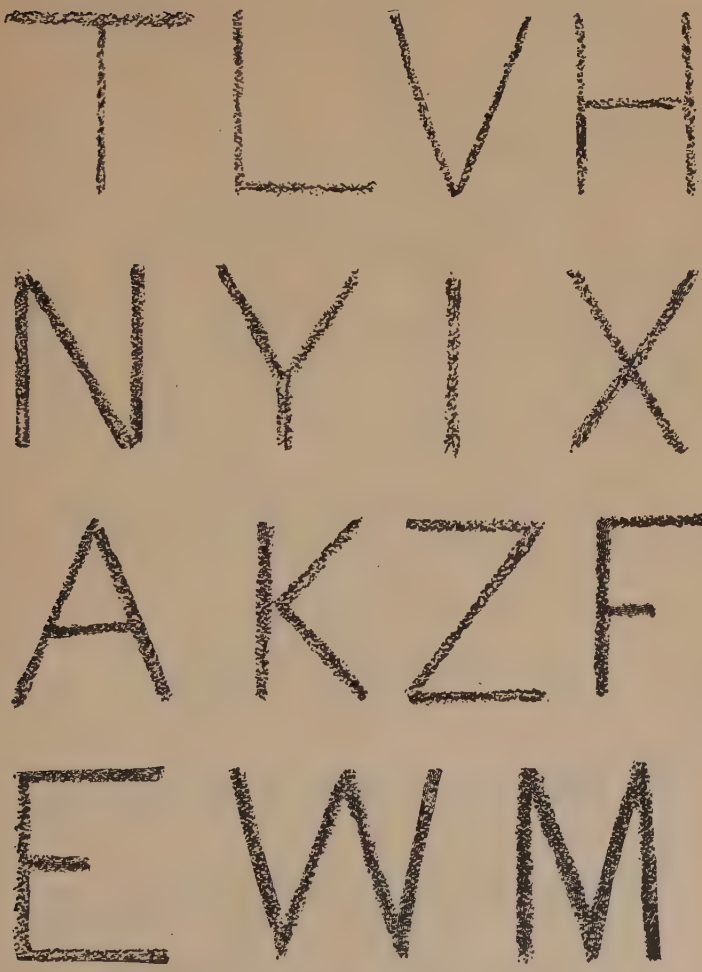
I see a box. 

I see a

I see a hat.

I see a box.

I see a

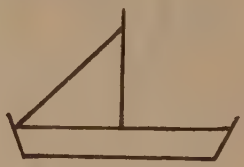

T L V H
N Y I X
A K Z F
E W M

căn gĕt flăg

I can get a hat.

I can get a box.

I can get a flag.

I can get a 

I can get a hat.

I can get a box.

I can get a flag.

I can get a

find

I can find

I can find

I can find

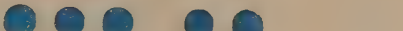
I can find

I can find

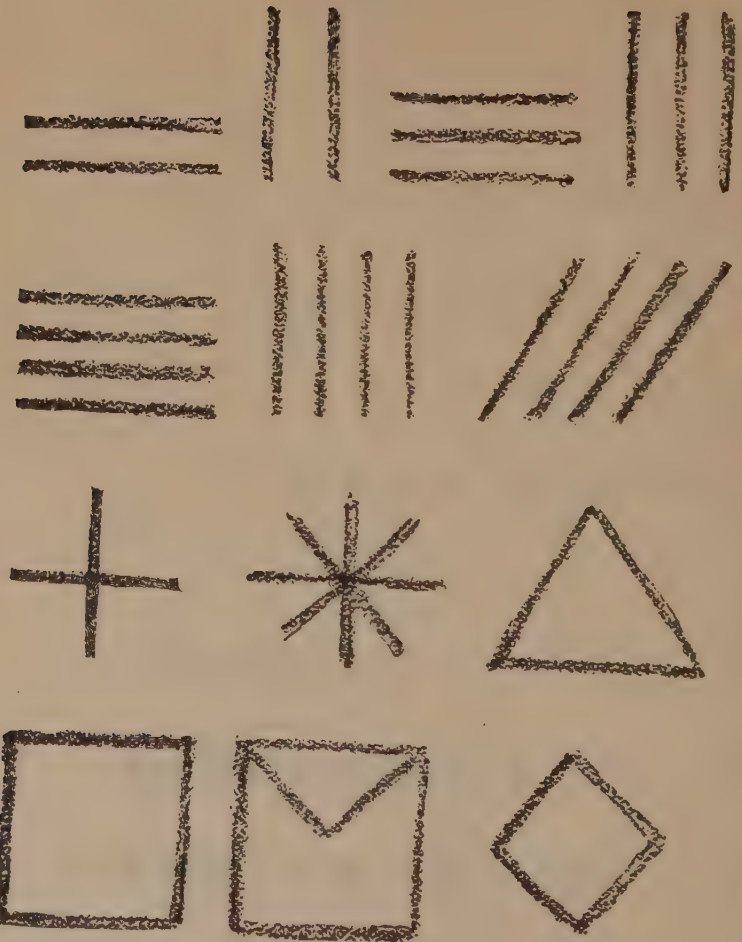
I can find

I can find

I can find

I can find 

I can find



māke bōat

I can make a hat.

I can make a box.

I can make a flag.

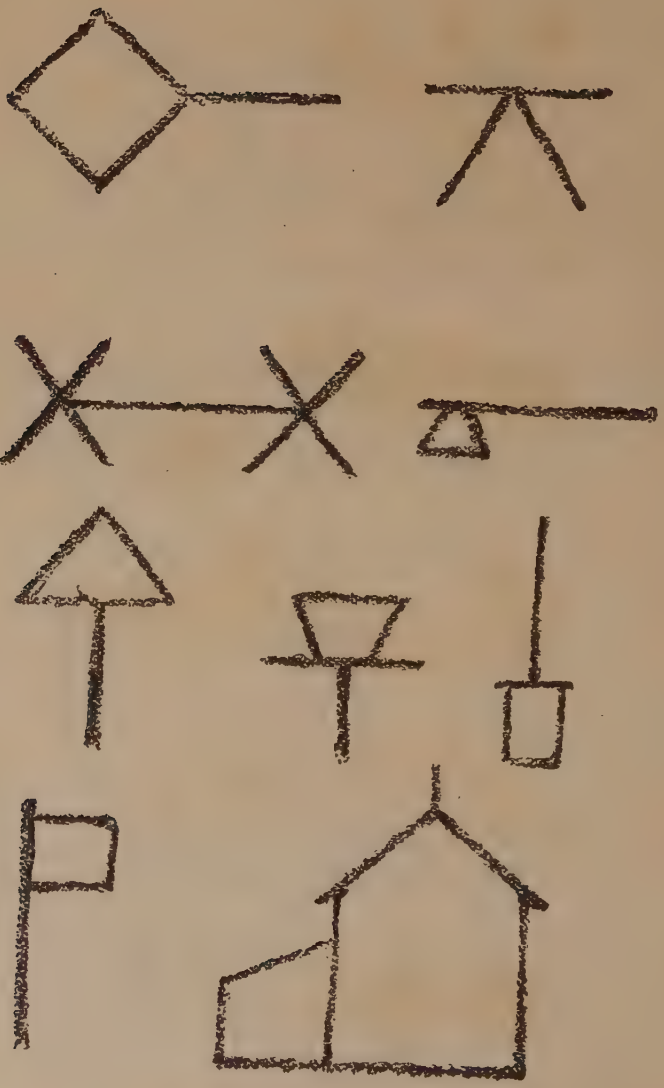
I can make a boat.

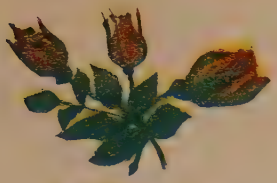
I can make a hat.

I can make a box.

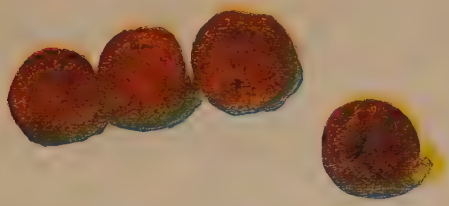
I can make a flag.

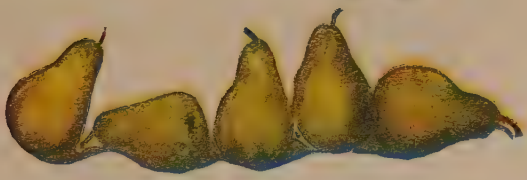
I can make a boat.



I see 

I see

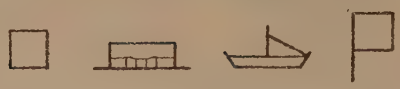
I see 

I see 

I see

I see

hăvę ănd thē



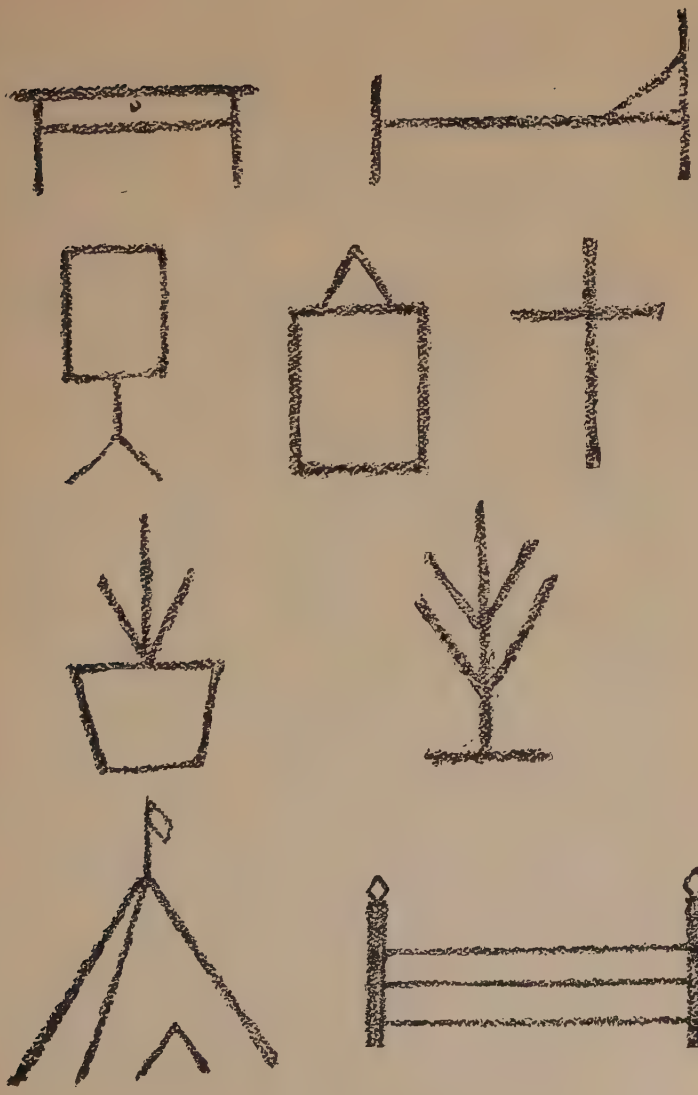
I have a box and a hat.

I have a boat and a flag.

See the box and the hat.

See the flag and the boat.

I have a flag.
I have a hat.
I have a box.
I have a boat.



REVIEW.

see	find	boat	have
can	box	make	and
get	hat	flag	the

Get a flag and a box.
Get a boat and a hat.
Find a flag and a box.
Find a boat and a hat.
Make a flag and a box.
Make a boat and a hat.
I have a flag and a box.
I have a boat and a hat.
See the flag and the boat.
See the box and the hat.
I can get a flag and a box.
I can get a boat and a hat.

REVIEW.

I see a flag and a box.
I see a boat and a hat.
See the boat and the flag.
See the flag and the box.
I can make a flag and a box.
I can make a boat and a hat.
I can find a flag and a box.
Get a box and a flag.
Get a hat and a boat.
I can find a boat and a hat.
I can get a flag and a box.
I can get a boat and a hat.
Have I a flag and a box?
Have I a hat and a boat?
I have a flag and a box.
I have a boat and a hat.

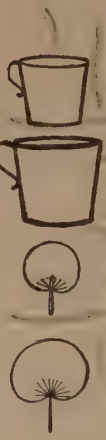
thĭs	lĭt tl̤e	cŭp
ĭs̤	bĭḡ	făn

This is a little cup.

This is a big cup.

This is a little fan.

This is a big fan.



I have a little cup.

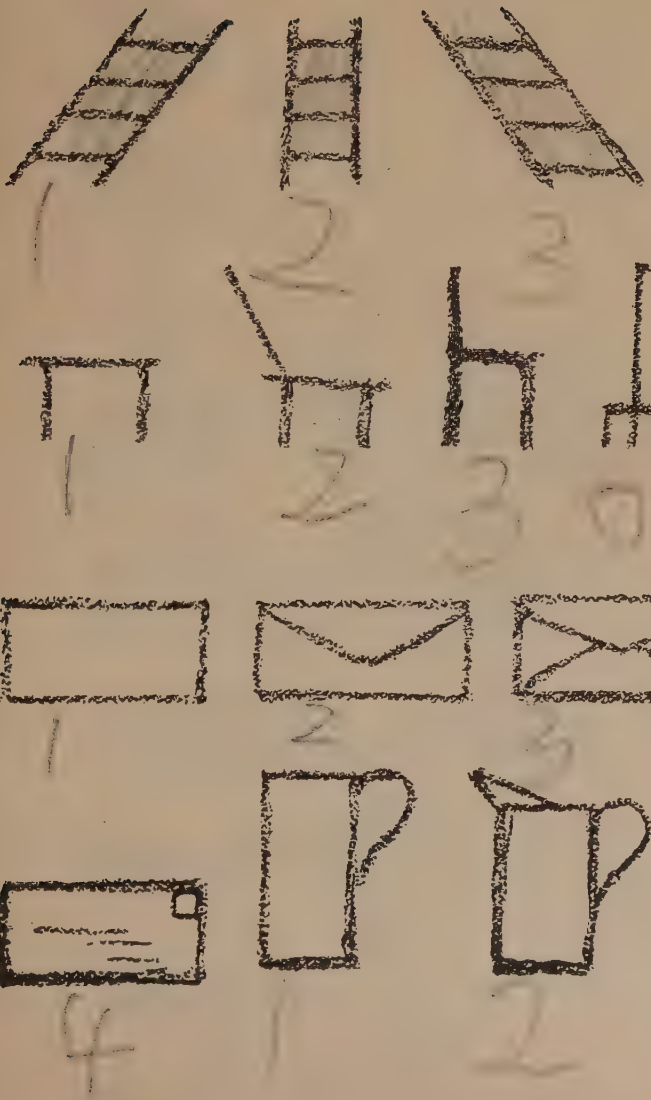
I have a little fan.

This is a little cup.

This is a big cup.

This is a little fan.

This is a big fan.



hēre doll ball
drŭm tŏp păn

Here is a drum.

Here is a doll.

Here is a top.

Here is a ball.

Here is a pan.

Here is a drum.

Here is a doll.

Here is a top.

Here is a ball.

Here is a pan.

0

1

2

3

4

5

6

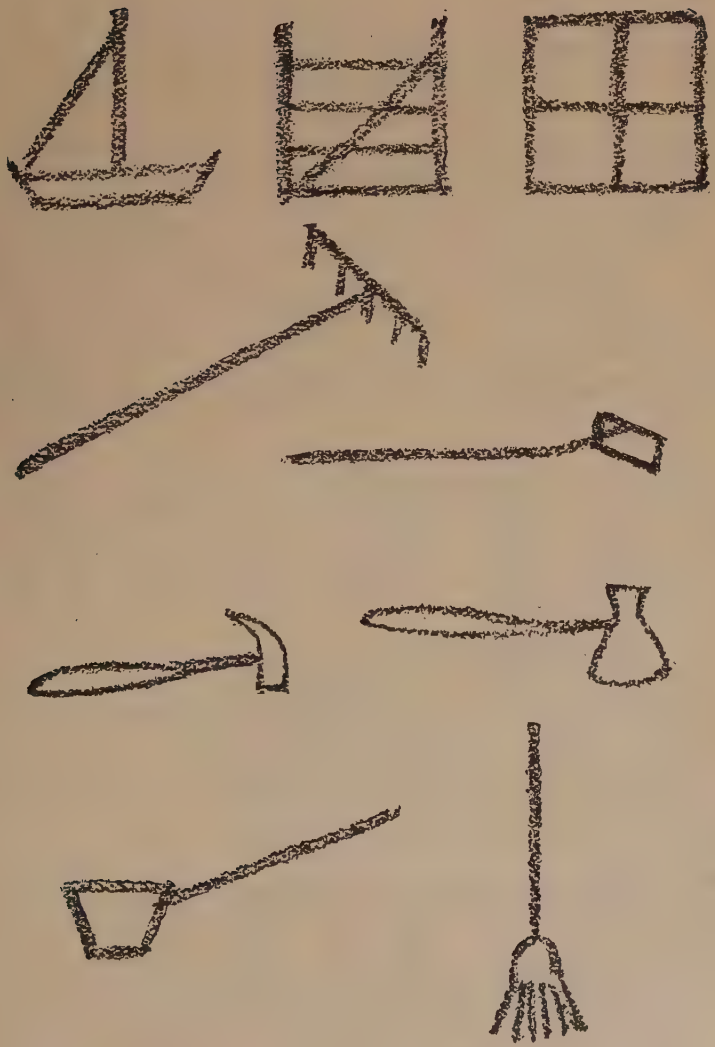
7

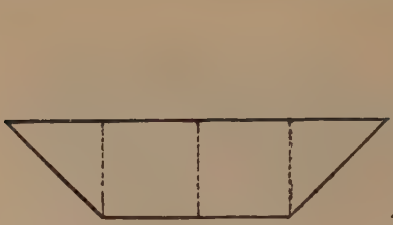
8

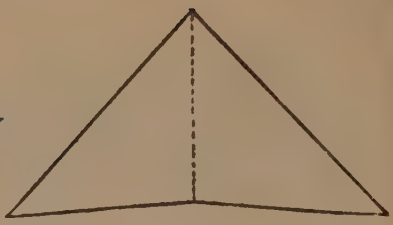
9

gĭrl ĭt Māy plāy
boy hăs Tŏm

I see a little girl.
I see a little boy.
O, it is Tom and May!
Tom has a ball and a boat.
May has a fan and a doll.
Tom and May can play ball.
May can make a fan.
Tom can make a boat.







one (wŭn) mādę căp
dāy pā′pẽr wē

Here is a paper boat and a paper cap.

One day Tom made a little paper boat, and May made a little paper cap.

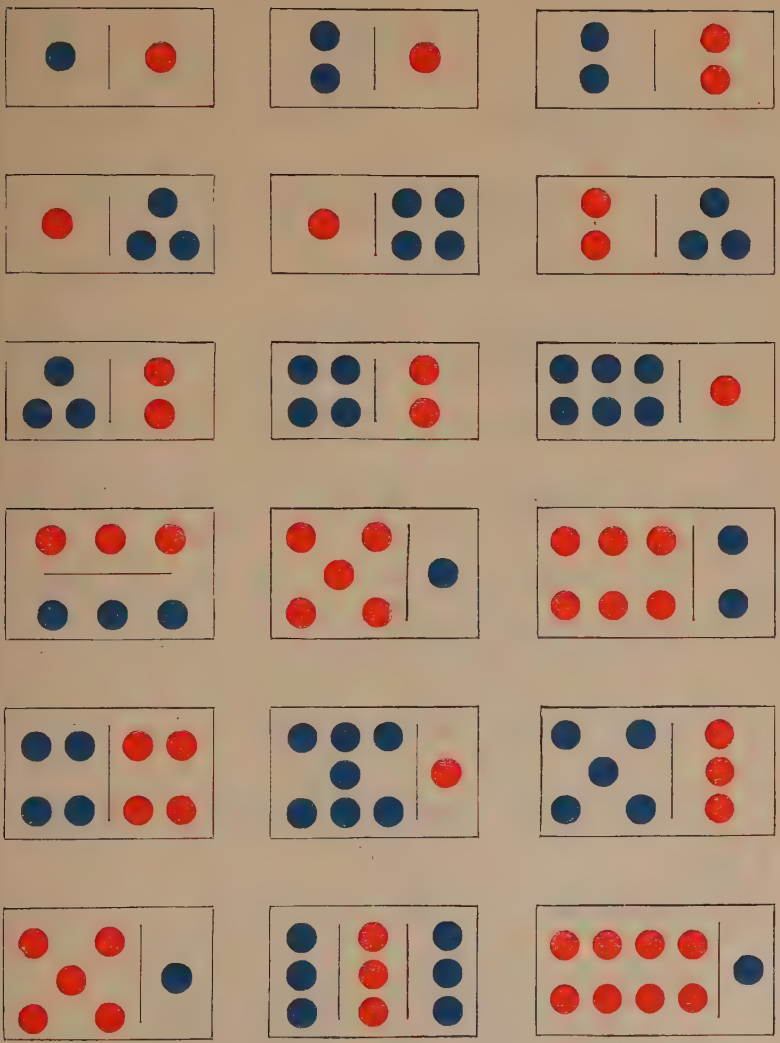
One day Tom made a paper cap, and May made a paper doll.

Tom has a paper boat.

May has a paper fan.

Can we make a paper boat and cap?

We can make a big paper boat and cap.



For drill in color and combination work.
Children can place the figures instead of dots for slate work.

REVIEW.

this	here	girl	play
is	drum	boy	one
lit tle	top	it	day
big	doll	Tom	made
cup	pan	May	pa per
fan	ball	has	cap
			we

May is a little girl.

Tom is a little boy.

May and Tom can play ball.

Tom has a drum.

Tom made a paper boat.

May made a paper fan.

REVIEW.

One day we made a paper cap.

This is the paper cap.

May has a paper doll.

Can you see the paper doll?

Can you make a paper doll?

One day I made a paper top.

Can you see a paper boat?

Can you see a paper cap?

This is a little drum.

This is a big drum.

I see a pan, a ball, a fan, and a cup.

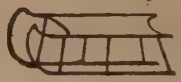
May has a little cup.

Tom has a little cup.

mȳ	slĕd	slātę
bĭrd	bo͝ok	tūb

This is my bird.

This is my sled.



This is my book.

This is my slate.

This is my tub.

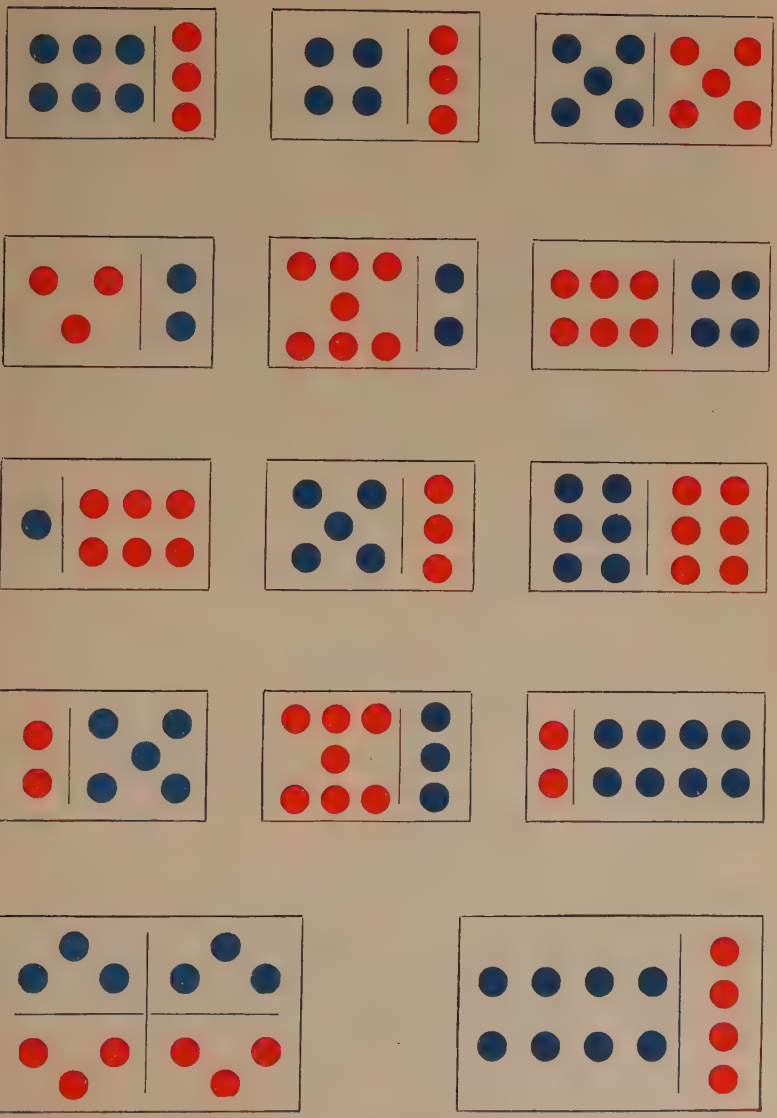
This is my bird.

This is my sled.

This is my book.

This is my slate.

This is my tub.



fĭsh	ĭn	pŏnd	wĭll
yo͝u	to͝	swĭm	mē

I see a fish! I see a fish!
Can you see it?
It is in the pond. See, it will swim.
Can you get it?
Will the little fish swim here?
O, I can see it swim!
Swim, swim, little fish, swim to me. O, see it swim!

tw̆o	ŏn	slāt̆es
ärĕ	bą̆llş	c̆ăps

Two balls are in the cup.

One boy is on the sled.

Two fish are in the tub.

Two slates are on the box.

Two fish and two fish are 4 fish.

One ball and one ball are 2 balls.

One and one are 2.

One cap and one cap are 2 caps.

Two and two are four.

pĕt	trēe	rŭn	ēat
rĕd	flȳ	hŏp	sĭng

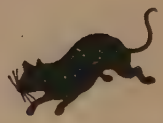
This is my pet bird.
It is a red bird.
It is in a tree.
My bird can fly.
My bird can run.

My bird can hop.
My bird can eat.
My bird can sing.
Sing, red bird, sing!
Have you a pet bird?
My bird will sing to me.
My red bird has a ___ ___.

My bird can ____
My bird can ____
My bird can ____
My bird can ____
My bird can ____
My bird is ____

răt	căt	nō
dŏg	hĕn	blăck

The rat is black.



The dog is black.

The cat is black.

The hen is black.

Will the dog get the cat?

No, the cat will run.

Will the cat get the rat?

No, the rat will run.

REVIEW.

my	pond	slates	eat
bird	swim	caps	sing
sled	will	pet	rat
book	to	red	dog
slate	me	tree	cat
tub	two	fly	hen
fish	are	run	no
you	on	hop	black
		in	balls

I see a red bird.
The red bird will sing.
A black bird can sing.
Run, boy, run!
Two fish are in the tub.
My pet hen is black.
One slate and one slate make 2 slates.
Two balls and one ball make 3 balls.

REVIEW.

Tom has a bird and it will eat, hop, fly and sing.

Make two little boats, and two paper caps.

Here is my drum, and paper boat.

One day, I made a paper boat, and Tom made a paper top.

My red bird is in a big tree.

Sing, red bird, sing, to me!

Find a flag, a slate, and a book.

I see a cat, a dog, and a black rat.

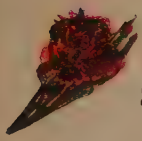
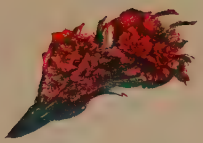
Will the cat get the rat?

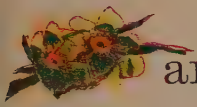
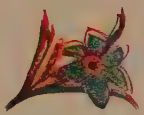
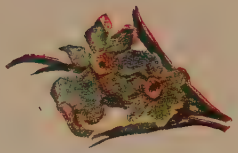
O, no, the rat will run.

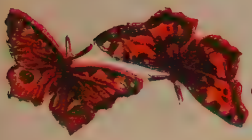
Run, run, black rat, run!

The little fish can swim.

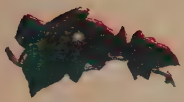
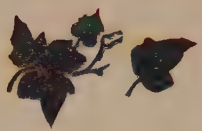
O, see the little fish swim to me!

 and are 

 and  are 

 and are

and are

 and are 

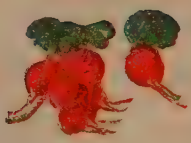
and are

Mr.	hĭm	Năt	hē
dọ	yĕs	whêre	nŏt

O, here is Mr. Rat!
See, he is a black rat.
Nell, do you see him?
O, yes, Nat, I see him!
Where is the cat? Get the cat!
Here is my dog; he will get him!
O, no, he will not get Mr. Rat.
O, see him run! Run, Mr. Rat, run!

ă	ĕ	ĭ	ŏ	ŭ
at	egg	it	on	up
hat	red	is	doll	cup
has	let	in	box	run
can	get	big	top	sun
fan	nest	this	hop	fun
pan	dress	fish	dog	jump

ā	ē	ī	ō	ū
ate	me	ice	old	use
day	he	like	so	blue
make	we	find	no	tune
may	be	bite	boat	duty
play	eat	time	coat	mule
slate	see	ride	home	true

and are 

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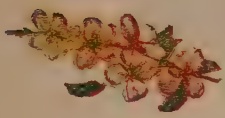 and are

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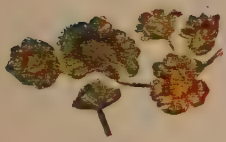
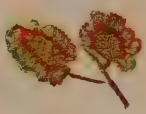
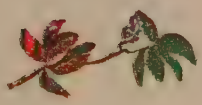
 and  are

and are

and are 

pret′tў (prĭt tў)

Nĕll

stĭcks

what

wĭth

shē

hĕr

dĭd

ŏf (ŏv)

Is this May?
No, it is not May.
This little girl is Nell.
She is a pretty little girl.
Nell has a box of sticks.
Do you see Nell with her box of sticks?
Yes, I see her and the box of sticks.
What did Nell make with the sticks?
What can we make with a box of sticks?

I have a ____ ____.

I have a ____ ____.

I have a ____ ____.

I have a ____ ____.

I have a ____ ____.

I have a ____ ____.

I can make a ____ ____.

I can make a ____ ____.

I can make a ____ ____.

I can make a ____ ____.

I can make a ____ ____.

I can make a ____ ____.

whīte
blūe
līke

all
lȯve
our
sew (sō)

We have a big flag.

It is red, white, and blue.

The girls and boys like to play with the big flag.

We all love our flag.

I like to make a flag.

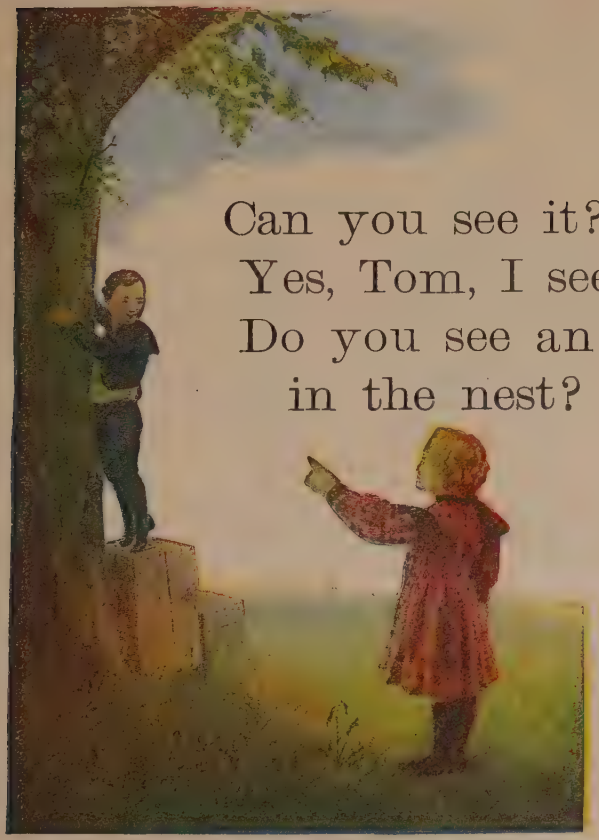
We can all sew a flag in red, white, and blue.

We will all make a flag to-day.

Our flag is ——, ——, and ——.

nĕst tāke ŭp bŭt ăn
grēen ĕgg thĕn drĕss

O, Nell, I see a little nest in this big green tree.



Can you see it?
Yes, Tom, I see it.
Do you see an egg in the nest?

No, I can not see in the nest. I will get up in the tree, and then I can see in the nest.

Do, Tom, get up and see, but do not get the nest.

No, Nell, I will not get the nest.

Nell has a red dress.

LESSON XXVIII.

REVIEW.

Mr.	not	did	sew
do	Nell	white	nest
him	pret ty	blue	green
yes	of	like	egg
Nat	sticks	play	up
an	what	all	then
where	with	love	but
he	her	our	dress
		she	take

Tom can sew ——— ———.
Nell can sew ——— ———.
May can sew ——— ———.
Nat can sew ——— ———.

REVIEW.

Where is Mr. Rat?
Did the big black dog get him?
O, no, he did not get Mr. Rat.
Where is Nell? I see her.
She is a pretty little girl.
Will Nell play with her box of sticks?
Yes, Nell likes to play with the sticks.
Our flag is red, white, and blue.
Nell and Tom love our flag.
Tom can sew a flag.
A little nest is in the big green tree.
What did Tom find in the nest?
A little egg.
Nell has a red dress.
Have you a red dress?
Did Tom take the nest?
No, Tom did not take the nest.

jāy	ēars	lĕgs	tāil
eyes	wĭngs	lŏng	būgs

This is Mr. Blue-jay.
Do you see him?
He is in a green tree.
He has two eyes, two ears, two wings, and two legs.

A blue-jay has a long tail.
A blue-jay is a pretty bird.
What will a blue-jay eat?
Will a blue-jay eat bugs?
Yes, a blue-jay will eat bugs.
Will a blue-jay sing?
Yes, a blue-jay will sing.

A blue-jay will —
A blue-jay will —
A blue-jay will — —
A blue-jay has — —
A blue-jay has — —
A blue-jay has — — —

ȧ bout′	fēe̬t
kēe̬ps	tĕll
wa̤rm	fûr
lo͝ok	
c̈ōa̬t	ăt

This is my cat.

I like my cat and my cat likes me.

Her coat is made of fur.

The fur keeps her warm.

Look at her eyes.

What can you tell about the eyes of a cat?

What can you tell about the feet of a cat?

What can a cat do?

A cat can ——.

A cat can ——.

A cat can ——.

gŏŏd

hĭş

nāmę

Jĭp

jŭmp

fôr

yǫūr

Tom has a black dog.
Here he is.
He is a good dog.
His name is Jip.
Jip will run and jump for Tom.
Jip will do what Tom tells him to do.
Jip likes Tom and Tom likes Jip.
Do you like a good dog?
Is your dog black?
Has Jip a coat like my cat?
Has Jip feet like a cat?
Has Jip eyes like a cat?
Has Jip ears like a cat?

mo͞on gĭvȩs stärs gĭvȩ ŭs
how sēȩs lĭght ma′ny (mĕn′ў)

I see the moon, and the moon sees me.

The moon gives us light.

The stars give us light.

How many stars do I see?

Pretty moon, where are you all the day?

Stars, pretty stars, where are you all the day?

sŭn glăd hēa͡t sŭn-shīn͡e
sō shīn͡e grōw͡

O, see the sun! It is so big!
The sun gives us light.
The sun gives us heat.
The sun makes us grow.
Shine, shine all the day, sun.
Can we make sun-shine?

sĭx
lĕt
ĭf

thĭn
bīte
count

A fly has two big eyes.
How many legs has a fly?
A fly has six legs.
How many wings has a fly?
A fly has two thin wings.
Will a fly bite?
Yes, a fly will bite you if you let him.
Let us get a fly and look at his big eyes.
Let us count his legs.
What will a fly eat?

ăm
wĕb
whȳ
wh̨o

spī′dẽr
thĭn̲k
nīc̣e̊
whĕn

I am a spider.
This is my web.
Do you think my web is nice?
Who can tell how I make my web?
Why do I make a web?
How many legs have I?
A spider has —— legs.
How many eyes have I?
A spider has —— eyes.
What do I eat?
A spider eats ——.
Let us get a big spider and count his eyes. Will a spider bite?
When can we get a spider?

come fall ĕv′ĕr ў yĕl′lō
woods leaves leaf home

We have come to play in the woods to-day. It is fall.
O! look at the leaves. What has made the leaves so pretty?
Will he come every fall?
May has a yellow leaf.
We will take our leaves home.

REVIEW.

jay	tail	look	his
eyes	bugs	your	name
ears	coat	tell	Jip
wings	fur	a bout	jump
legs	keeps	feet	for
long	warm	good	eye
			at

A blue-jay has two eyes, two ears, two wings, two legs, and a long tail.

A blue-jay will eat bugs.

A nest is in the green tree.

My cat has a coat of fur.

It keeps her warm.

Look at the cat. What can you tell about the eyes of a cat?

Jip is a good dog; he will run and jump for Tom.

I will name my dog Jip.

Your dog has a pretty name.

A dog has how many feet?

REVIEW.

moon	so	bite	why
how	glad	if	when
sees	heat	let	come
gives	grow	count	woods
stars	who	am	fall
us	shine	spi der	leaves
light.	makes	web	ev er y
gîve	six	think	leaf
ma ny	thin	nice	yel low
sun	sun-shine		home

Look at the moon and stars.
The moon gives us light.
The stars give us light.
The sun gives us heat and light.
The sun makes sun-shine.
We are glad we can see the sun-shine.
Who will tell us how we can make sun-shine?

REVIEW.

A fly has two thin wings, two big eyes, and six legs.

A fly will bite you if you let him.

A fly has —— —— ——.

The spider has a web.

He thinks it is a nice web.

A spider has —— eyes and —— legs.

A spider will bite you if you let him.

Come and see our leaves.

We have red, green, and yellow leaves. Tom has a green leaf.

Fall leaves are pretty.

It is nice to play in the woods.

We all like to play in the woods.

wĕnt	out	said	lĕft
märch	hăd	(sĕd)	rīght
strīpe\s	fo͝ot	märche\d (t)	

One day we all went out to march.
Nat had his drum.
Tom said, "Left foot, right foot, march!" and then we all marched. We like to march.
How many stars and how many stripes are on our flag?

Look, look, do you see how we can march?
We made our paper caps.
See, we will march home.
Left foot, right foot, left foot, right foot, march!
We have a flag. Our flag has stars and stripes on it.
How many stars are on our flag?
How many stripes are on our flag?
Count and tell.
When Tom said, "Left foot, right foot, march!" we all marched home.

clāy fru̇it dĭsh′eṣ dĭsh hănd
thăt drȳ thĕm thē̲y (thā)

We have clay to-day.
Look and you will see what we can make with the clay.
Tom has made a big dish.
That is my dish; it is not so big.
What has Nell in her hand?
When our dishes dry, we will take them home.
They are nice dishes, and we like to play with them. See our clay fruit.
Are all dishes made of clay?
How are dishes made?

2 hats and 2 hats are — hats.

3 dolls and 2 dolls are — dolls.

1 top and 3 tops are — tops.

4 cups and 2 cups are — cups.

1 ball and 5 balls are — balls.

3 drums and 3 drums are — drums.

1 slate and 4 slates are — slates.

5 boats and 1 boat are — boats.

4 flags and 3 flags are — flags.

2 books and 5 books are — books.

1 bird and 6 birds are — birds.

4 fish and 4 fish are — fish.

6 sleds and 2 sleds are — sleds.

1 dog and 7 dogs are — dogs.

5 rats and 3 rats are — rats.

The blanks are to be filled with the correct figures; first written, and then orally.

Jăck Frŏst	ĕv′ĕr	round
brown	sŏmę	tēarş
tīmęş	frŏm	thêir

JACK FROST.

Mr. Jack Frost comes in the fall.

He makes the leaves red, brown, and yellow.

He makes the trees look white and pretty.

He bites little girls and boys on the ears, and some times makes big round tears in their eyes.

They run from him, and he likes to see them run.

Did you ever see Mr. Jack Frost?

Did you ever run from Mr. Jack Frost?

Jack Frost makes — — —

Jack Frost makes — — — —

Jack Frost makes — — — —

The moon is ——
The moon gives —— ——
The stars are ——
The stars give —— ——
The sun is ——
The sun gives —— ——
The sun gives —— ——
My ball is ——

It is your ——
It is your ——
It is your ——

This is —— ——
This is —— ——
This is —— ——

Your —— —— white.
Your —— —— red.
Your —— —— black.

HALLOW-E'EN NIGHT.

nīght gō′ĭng fŭn băd

Can you tell what night this is?
What are we going to do?
Can you tell? O, what fun!
Who are we?
We are not bad boys and girls.
Do you see what we can do?
Look, May, she is here, see her!
Let us run! Let us run!

HALLOW-E'EN NIGHT.

Come, come Jack, look, look!
Here she is! What will she do?
O! Nat, can you see her?
Yes, yes, Jack, I can see her.
Come here, Nell, and look, you can see her.
Has she tears in her eyes?
No, no, I can not see that she has tears in her eyes.
Look, look, I think she is glad.
O! yes, Nell, she is glad.
Can she see us?
No, no, I do not think she can see us.
All come, let us run home.

REVIEW.

out	marched	hand	their
went	clay	brown	ev er
march	fruit	bites	night
had	dish es	times	go ing
stripes	that	some	dress es
said	dish	from	fun
left	dry	round	bad
foot	them	tears	coats
right	they	Jack Frost	

Did you see our blue coats the day we marched?

Tom said, "Left foot, right foot, march!"

How many stars did we find on our flag?

How many stripes did we find on our flag?

One day we made clay fruit and dishes. We take them home when they get dry.

REVIEW.

They are nice dishes, and we like to play with them.

When will Mr. Jack Frost come to see us?

He comes in the fall, and makes the leaves red, brown, and yellow.

Did Jack Frost ever bite you?

He bites little girls and boys and makes big round tears in their eyes.

Some times we run from Mr. Jack Frost.

Did you ever see him?

Did you ever run from him?

We went out to have fun on Hallow-e'en Night.

Where do you think we went?

What did we do?

Do you think we had fun?

bad —— day ——
big —— black ——
out —— up ——

That —— can jump.
Your —— can jump.
This —— can jump.

My —— can fly.
His —— can fly.
Her —— can fly.

A —— has wings.
A —— has wings.
A —— has wings.

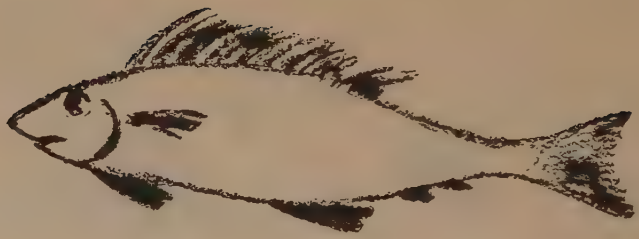
A —— has —— feet.
A —— has —— feet.
A —— has —— feet.

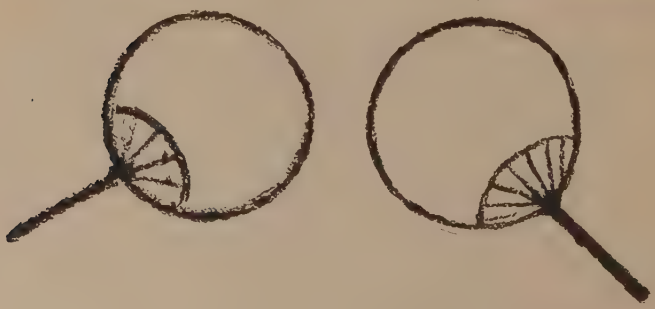
The first blanks to be filled by opposites.

flȳ′ĭng south snō᷑w c᷑ŏm′ĭng
wĭn′tẽr stā᷑y kīnd᷑s bă᷑ck

O, see the birds flying!
They are flying south.
Why do they fly south?
Winter is coming, and the birds fly south where it is warm.
The little snow birds do not fly south. They stay with us all winter.
How many birds are flying?
What kinds of birds fly south?
Will the birds come back?

—— —— fly south.
—— —— fly south.
—— —— fly south.





thăn̲ks
fīrst
wạs
tīmę̀
thêrę̀
gīv′ĭng
ȧ gō′

Thanksgiving Day is coming.
Who can tell us why there is a Thanksgiving Day?
The first Thanksgiving Day was a long, long time ago.
Who can tell us about it to-day?
I like Thanksgiving Day.
What can we give thanks for?
I will give thanks for my ——
I will give thanks for my ——
I will give thanks for my ——
I will give thanks for the ——
I will give thanks for the ——
I will give thanks for the ——

2 boys have — eyes.
3 girls have — eyes.
4 boys have — feet.
5 boys have — hands.
6 girls have — hands.

7 birds have — tails.
4 birds have — wings.
3 birds have — feet.
2 dogs have — feet.
3 cats have — feet.

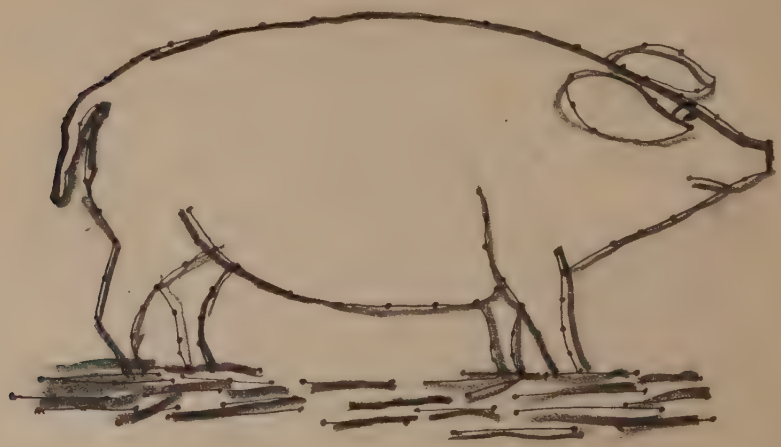
1 book and — book are 2 books.
3 sleds and — sleds are 5 sleds.
4 balls and — balls are 8 balls.
3 hats and — hats are 6 hats.
2 fish and — fish are 7 fish.

The blanks are to be filled with the correct figures; first written, and then orally.

pĭg pĕn Jŏhn drĭnk côrn
pụt făt fēēd wą′tēr ĕlsē

I am John.
This is my pet pig. He is a big fat pig.
I put him in a pen.
I feed him corn every day.
He likes to eat the corn. What else do you think he will eat?
I give him water to drink.
What else do you think he will drink?

My pet pig likes the sun.
Every day he runs out.
When the sun shines, he stays out all day.
The sun-shine is good for him.
At night he will run back to his pen.
Will he jump out of his pen?
O, no, he can not jump out of this pen.
A pig has —— feet.
A pig has a —— —— tail.
A pig has —— ears.



new (nū) gō ōh rīde
down hĭll fast

It is winter, and the snow has come.

See, here we go, up hill and down hill. Oh, what fun!

You can ride on my new sled.

Come, girls, get on my sled and I will give you a ride down hill.

I will not run fast.

REVIEW.

fly ing	stay	John	else
com ing	kind	pig	fat
giv ing	back	put	go
south	there	pen	new
win ter	first	feed	hill
snow	was	drink	oh
thanks	time	wa ter	ride
down	a go	corn	fast

Winter is coming, and the birds are flying south, where it is warm.

We have snow in the winter.

All the birds will come back when it is warm.

What birds stay here all winter?

Why do we give thanks on Thanksgiving Day?

Who had the first Thanksgiving Day? It was a long time ago.

Who will tell us all about the first Thanksgiving Day?

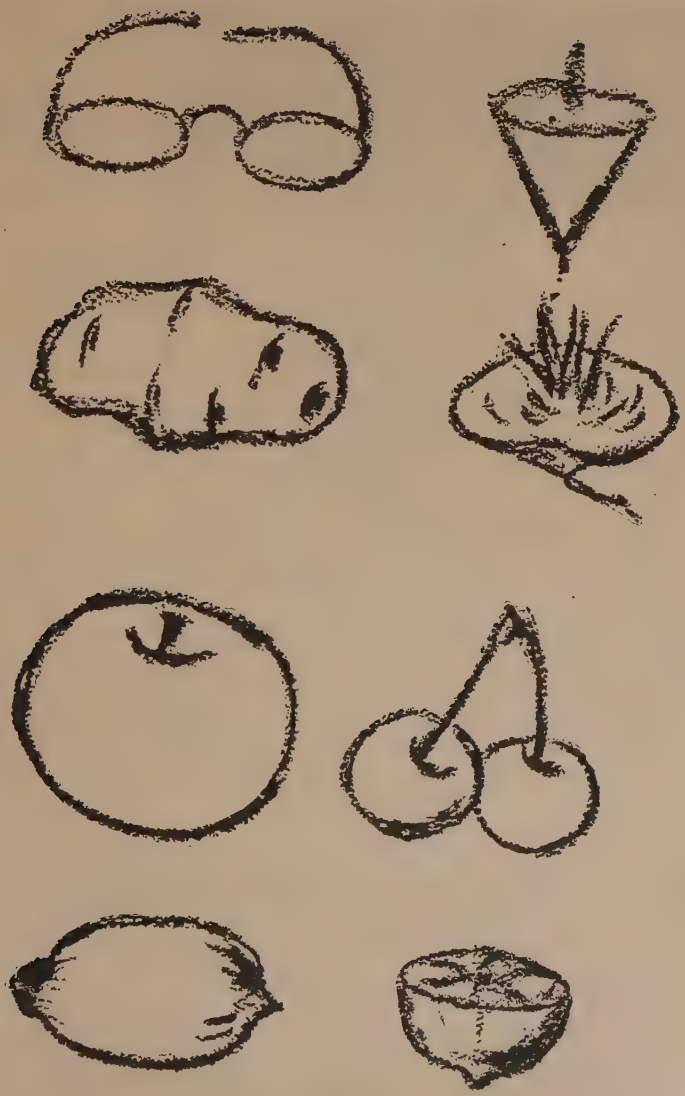
REVIEW.

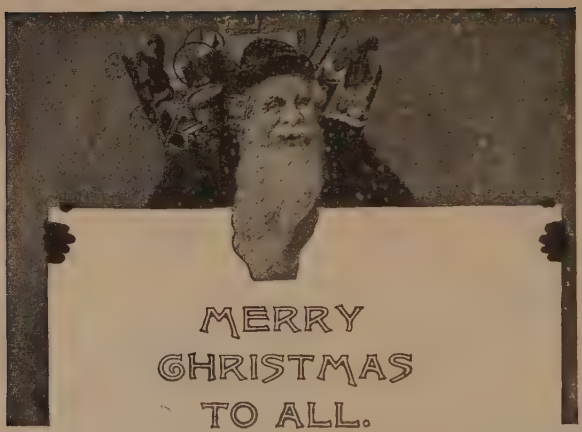
John has a big fat pig.
He put him in a pen.
He feeds him every day.
The pig eats corn and drinks water.
What else will he eat and drink?
Nell and May are on my new sled.
See how fast we go, up hill and down hill. Oh, what fun!
They like to ride fast.
The girls think it is fun.
I like to make snow-balls.
We like to play in the white snow.
Did you ever make snow-balls?
Are you glad when winter comes?
We have fun when winter comes.

O, I see —— ——
O, I see —— ——
O, I see —— ——
O, I see —— ——
O, I see —— ——

Here is a ——
Here is a ——
Here is a ——
Here is a ——
Here is a ——

I see Nell and her ——
I see Tom and his ——
I see May and her ——
I see Nat and his ——
I see John and his ——





frĭĕndş

hăp′pў

schōōl

pä′pà

cärd

mämm′mà Mĕr′rў Chrĭst′mas

Christmas is coming.

O, who will come to see us?

Did you ever see him?

We are all going to sew "Merry Christmas" on a white card.

We will take it home to papa and mamma.

We will sew a pretty card for our little friends who can not come to school.

It is fun to make our friends happy on Christmas Day.

PART II.

LESSON I.

This is Christmas night, and this is our Christmas tree.

We are glad when Christmas comes.

What do you see on our tree?

I see a bird and a ____.

I see a ball and a ____.

I see a dish and a ____.

I see two dishes and a ____.

I see a drum and a ____.
I see one egg and a ____.
I see a pig and a ____.
I see a card and a ____.
I see a pen and a slate.
I see 8 stars and a ____.
I see a boat and a ____.
I see a tub and a ____.
I see a pan and a top.
I see a flag and a ____.
I see two fish and a ____.
I see a sled and a cap.
I see a book and a ____.
I see a slate and a ____.
I see a dress and a ____.
I see two little stars and a ____.

2 boys have ___ eyes.
4 hens have ___ feet.
3 birds have ___ wings.
4 pigs have ___ tails.
5 boys have ___ ears.

1 foot and 1 foot are ___ feet.
3 eggs and 3 eggs are ___ eggs.
1 card and 1 card are ___ cards.
4 books and 4 books are ___ books.
1 pen and 5 pens are ___ pens.

1 hand and 9 hands are ___ ___.
1 dish and 1 dish are ___ ___.
7 sticks and 1 stick are ___ ___.
1 slate and 8 slates are ___ ___.
1 dress and 1 dress are ___ ___.
8 coats and 1 coat are ___ ___.

REVIEW.

card	school	friends
pa pa	hap py	mam ma
mer ry	Christ mas	

What did you think of our Christmas tree? Did you like our Christmas tree?

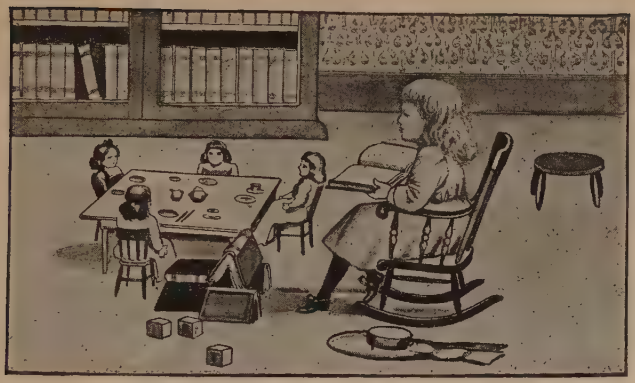
It was fun to have a tree.

I am glad when Christmas comes.

We all love the merry Christmas day. All our little friends had fun.

Papa and mamma love to make us happy on Christmas day.

It was a merry, merry, Christmas time, and Christmas comes but ___ a ___.



My papa and mamma like books, and I like books.

See what I have made with the books.

I will look at this book. It is a pretty book.

Do you think my dolls like books?

How many dolls have I?

Count them and see.

One, two, ___, ___.

Yes, that is right, ___ dolls.

A hen has a ____ tail.
Two hens ____ ____ legs.
Did Jack feed his pig?
Yes, Jack ____ his pig.
One dog has ____ feet.
Two dogs ____ ____ feet.
Did John see the moon?
Yes, John ____ the moon.
Did you go out to-day?
Yes, I ____ out to-day.
Is Jip a bad dog?
No, Jip is a ____ dog.
Did May run to school?
Yes, May ____ to school.
Did your friend eat the egg?
Yes, my friend ____ the egg.

Who am I? Can you tell my name?

I am a little fat ____.

I ____ in your ____.

I have ____ legs, but I can not run.

I can hop and jump.

I have two big eyes, and two ears, but not a long tail.

I can swim, but I am not a fish.

I do not bite boys and girls.

What do I eat? I eat bugs, but not like a hen.

When winter time comes, I am not here.

Where am I in the winter?

ACTION DRILL SENTENCES.

Find 3 brown leaves.
Find 4 round balls.
Put a green leaf in a book.
Put 8 yellow balls in a box.
Get a big brown leaf.
Get 7 yellow sticks.
You may find a dish.
You may bite this leaf.
Give John 8 blue sticks.
Give me 7 red sticks.
Hand a boy two slates.
Hand a friend a book.
Give a green leaf to a girl.
Give me two brown leaves.
Hand me a yellow paper.

Come boys, come girls! Let us all sing.

Let us sing we go to school, we go to school.

We have new books, we have new books.

We are glad, we are glad.

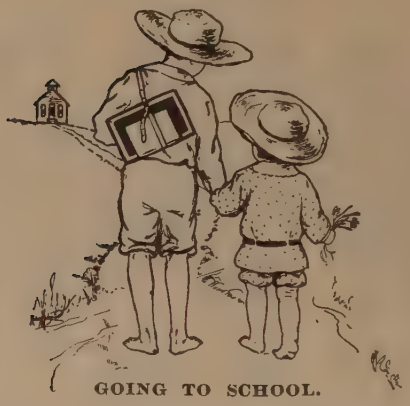
We are happy, we are happy.

It is warm to-day, it is warm to-day.

We can go out to play, we can go out to play.

Here we are, here we are!

Do you see us, do you see us?



GOING TO SCHOOL.

See, John is going to school.
He has his book and slate.
John is a big boy.
Who is the little boy?
Is he going to school with John?
Yes, I think the little boy is going to school with John.
He is a new boy.
Look at John, see how kind he is to the new boy.
Did John take the little boy to school?
Yes, John _____ the little boy to school.

MAKING GARDEN.

It is warm to-day and I will stay out. I like the warm sunshine. But I will not play all day.

Do you see what I can do?

O, mamma can you see me?

I have my big hat on.

I am out in the ____

It is so warm, I will make my ____.

I have my ____. I have a ____, a____, and a ____.

SPRING TIME.

Nell—Oh, I see Mr. Spider! And I see his web. His web is his home, and his web is in this big tree. Mr. Spider will get a fly if he can.

Tom—I left my ball at home. Let me run back and get it.

Nat—See my long stick. I will play with it.

Nell—Here is a little black bug! Oh, no, it is not all black! It has white stripes on the back.

Nat—Jip can run fast. See him run up hill and down hill. See how fast he can go. He thinks it fun.

Nell—Where is John?

Nat—He is back in the woods. Jip left him there.

Nell—It is so warm, all the birds are coming back to us. See them flying about to-day. I think the birds are glad, and happy to come back to us.

May—Look, here is Mr. Blue-jay up in the tree. See him. Will he sing to us?

Nell—It is fun to run and play in the warm sun-shine. Let us stay out all day.

Did the bird sing to you?
Yes, the bird ____ to me.
Did you see the card?
Yes, I ____ the card.
Did the pig drink the water?
Yes, the pig ____ the water.
Did the fish swim for Tom?
Yes, the fish ____ for Tom.
Did your mamma make your dress?
Yes, my mamma ____ my dress.
Did the bird fly home?
Yes, the bird ____ home.
Did the pig eat the corn?
Yes, the pig ____ the corn.
Did the hen get the little fat bug?
Yes, the hen ____ the little fat bug.

MY PET.

This is my pet. See, I have an ear of corn for her. She likes corn. She will drink water for me, when ever I give it to her.

I think she is glad when I feed her, but she can not thank me.

She is kind to me. What do you think she gives me to drink every day?

Did John find his book?
Yes, John ____ his book.
Did you give Jack a top?
Yes, I ____ Jack a top.
Did Nat see the bug?
Yes, Nat ____ the bug.
Did your papa give you the drum?
Yes, my papa ____ me the drum.
Did Nell run home?
Yes, Nell ____ home.
Did the hen eat the corn?
Yes, the hen ____ the corn.
Did you think of me?
Yes, I ____ of you.
Did you bite the leaf?
Yes, I ____ the leaf.

at	on	it	egg	up
an	old	in	else	us
am	oh	is	ev er	
and	of	if	ev er y	
big	do	pet	hat	let
bad	did	pen	hill	like
ball	dog	put	his	light
book	doll	play	hand	leaf
get	to	rat	fan	so
go	tell	run	fun	sing
glad	two	ride	fast	stick
give	top	right	from	stay
was	no	my	cat	Jip
warm	not	may	can	Jack
woods	name	make	cap	John
wa ter	nice	mer ry	cup	jump
keep	yes	what	white	their
kind	yel low	when	where	there

SUMMER TIME.

School is out and every day I will have fun.

This is my papa, and this is our big pet.

His name is Jack.

I think he is a pretty pet.

I like to ride on his back.

See, how I can stay on! When papa said, "Get up Jack! Get up Jack!" then I had a fast ride.

ăt	hănd	whĕn	hĭm
c̆ăn	t̆hăt	ĕv′ĕr y̆	stĭc̣ks
hăt	thăn̲ks	yĕl′lo̲w	wĭt̆h
flăg̃	făt	wĕnt	dĭd
hăvc̣	hăp′py̆	lĕft	wĭngs̱
ănd	gĕt	t̆hĕm	hĭs̱
făn	slĕd	ĕv′ĕr	Jĭp
păn	pĕt	pĕn	gĭvc̣s̱
Năt	rĕd	ĕlsc̣	sĭx
ăn	hĕn	fri̱ĕnds̱	thĭn
hăs̱	yĕs	ĭs̱	ĭf
c̆ăp	Nĕll̩	t̆hĭs	thĭn̲k
răt	ĕgg	lĭt′tlc̣	drĭn̲k
c̆ăt	nĕst	bĭg̃	dĭsh
blăc̣k	t̆hĕn	ĭt	wĭn′tĕr
g̃lăd	drĕss̱	fĭsh	gĭv′ĭng
ăm	lĕgs̱	ĭn	pĭg̃
hăd	tĕll̩	swĭm	hĭll̩
băd	lĕt	wĭll̩	ŏn
băc̣k	wĕb	sĭng	bŏx

Jăc̣k Frŏst Mĕr′rў C̆hri̱st′mas

lŏng	nŏt	tŭb	drŭm
tŏp	ŏf (ŏv)	rŭn	ŭp
dŏl͟l	Tŏm	bŭt	jŭmp
pŏnd	frŏm	bŭgs	fŭn
hŏp	Jŏh͟n	ŭs	
dŏg	ćŭp	sŭn	

LONG SOUNDS.

mākȩ	sēȩ	lēa͟vȩs	spī′dĕr
Mā͟y	thē	fēȩd	nīçȩ
plā͟y	hērȩ	fīnd	bōa͟t
dā͟y	wē	whītȩ	nō
mādȩ	mē	līkȩ	ćōa͟t
pā′pĕr	trēȩ	līgh͟t	sō
slātȩ	ēa͟t	shīnȩ	grōw
tākȩ	hē	bītȩ	hōmȩ
jā͟y	shē	strīpȩs	gō′ĭng
tā͟il	grēȩn	rīgh͟t	snōw
nāmȩ	ēa͟rs	tīmȩs	å gō′
ćlā͟y	kēȩps	nīgh͟t	gō
stā͟y	fēȩt	kīnd	ōh͟
lēa͟f	hēa͟t	rīdȩ	tēa͟rs	blūȩ

a͟ll	thêir	tw o͟
ba͟ll	thêre͟	do͟
fa͟ll	hẽr	wh o͟
wa͟rm	gĩrl	y o͟ū
wa͟′tẽr	bĩrd	y o͟ūr
ärre͟	fĩrst	sew (sō)
stärs͟	pret′tў (prĭt′tў)	fôr
märch	mȳ	c͟ôrn
c͟ärd	flȳ	one (wŭn)
märche͟d (t)	e͟ȳe͟s	b o͝o͝k
wa͟s	drȳ	l o͝o͝k
wha͟t	whȳ	g o͝o͝d
fȧst	flȳ′ĭng	f o͝o͝t
pä′pȧ	lȯve͟	w o͝o͝ds͟
mäm′mȧ	sȯme͟	m o͝o͝n
the͟y (thā)	c͟ȯme͟	sch o͝o͝l
ma′nў (mĕn′ў)	c͟ȯm′ĭng	fûr
said (sĕd)	to͟	pu͟t
whêre͟	fru͟it	

boy	new (nū)	brown	south
our	c͟ount	down	ȧ bout′
out	how	round	

0	10	20	30	40	50	60	70	80	90
1	11	21	31	41	51	61	71	81	91
2	12	22	32	42	52	62	72	82	92
3	13	23	33	43	53	63	73	83	93
4	14	24	34	44	54	64	74	84	94
5	15	25	35	45	55	65	75	85	95
6	16	26	36	46	56	66	76	86	96
7	17	27	37	47	57	67	77	87	97
8	18	28	38	48	58	68	78	88	98
9	19	29	39	49	59	69	79	89	99

To be used when best suited to the needs of the class.

I	= 1	XI	= 11
II	= 2	XII	= 12
III	= 3	XIII	= 13
IV	= 4	XIV	= 14
V	= 5	XV	= 15
VI	= 6	XVI	= 16
VII	= 7	XVII	= 17
VIII	= 8	XVIII	= 18
IX	= 9	XIX	= 19
X	= 10	XX	= 20

VOWEL SOUNDS.

ā	as	in	ātę	ī	as	in	gīrl
ă	"	"	ăt	ō	"	"	ōld
ä	"	"	ärm	ŏ	"	"	ŏn
ạ	"	"	ạll	ọ	"	"	tọ
å	"	"	åsk	ȯ	"	"	lȯvę
ạ	"	"	wạs	ô	"	"	ôr
â	"	"	âir	ọ	"	"	wọụld
ē	"	"	mē	ō	"	"	lā′ bōr
ĕ	"	"	ĕgg	ū	"	"	ūsę
ê	"	"	thêrę	ŭ	"	"	ŭp
ē	"	"	hēr	û	"	"	fûr
e͟	"	"	the͟y	ụ	"	"	pụt
ī	"	"	īcę	ụ	"	"	rụdę
ĭ	"	"	ĭt	o͝o	"	"	mo͝on
ï	"	"	mȧ çhïnę′	o͝o	"	"	lo͝ok

oi as in oil, unmarked. ou as in out, unmarked.

The modified long vowels in unaccented syllables are indicated by the MODIFIED MACRON (˟), thus:—

a̱	as	in	elī′ mătę	i̱	as	in	ī dē′ȧ
e̱	"	"	ē rĕet′	o̱	"	"	ō be͟y′
				u̱	"	"	ū nītę′

EQUIVALENT VOWEL SOUNDS.

ā = e͟ as in the͟y
ạ = ô " " ôr
â = ê " " thêrę
ē = ï " " vȧ lïsę′
ē = ō " " lā′ bōr
ī = ȳ " " flȳ
ĭ = ў " " bā′ bў
ī = ē " " hēr
oi = oy as in boy

ŏ = ạ as in wạs
ŭ = ȯ " " lȯvę
û = ē " " hēr
û = ī " " gīrl
o͝o = ọ " " tọ
o͝o = ọ " " wọụld
o͝o = ụ " " rụdę
o͝o = ụ " " pụt
ou = ow as in owl

ç	as	in	çĭt′y̆	ġ	as	in	ġĕm
e	"	"	eăt	s̱	"	"	ĭs̱
ḡ	"	"	ḡĕt	ṉ	"	"	thĭṉk
				th	"	"	thĕm

EQUIVALENT CONSONANT SOUNDS.

s = ç	as	in	nīçę	f = ph	as	in	Răl ph
k = e	"	"	eăt	ks = x	"	"	ŏx
j = ġ	"	"	ġĕm	sh = çh	"	"	mȧ çhïnę′
z = s̱	"	"	ĭs̱	kw = qu	"	"	quītę
ng = ṉ	"	"	thĭṉk	gz = x	"	"	ĕx ĭst′

PUNCTUATION MARKS USED IN PRINTING AND WRITING.

.	Period	!	Exclamation Point
:	Colon	-	Hyphen
;	Semicolon	" "	Quotation Marks
,	Comma	'	Apostrophe
?	Question Mark, or Interrogation Point	=	Equality Marks
		—	Dash
		( )	Parenthesis

DIACRITICAL MARKS.

Macron	ā	as in	āte
Breve	ă	"	ăt
Two Dots	ạ	"	ạll
One Dot	ȧ	"	ȧsk
Cedilla	ç	"	çity
Tilde, or Wave	ẽ	"	hẽr
Caret	â	"	âir
Suspended Bar	s̱	"	ĭs̱
Modified Macron	ā	"	eli′māte

Silent letters are marked thus, ę as in atę

GOOD-NIGHT.

Now the day is over,
  All our tasks are by;
Soon the stars will twinkle
  In the evening sky.

Little hands are folded
  That have worked all day,
Little lips are silent,
  Books are put away.

Soon we'll say our "good-night";
  Each has done his best;
Homeward now we're going,
  For a quiet rest.

Keep us, Heavenly Father,
  Through the silent night;
May we wake up safely
  In the morning light.

NOTE.—To be learned and recited in concert at the close of the day's work.

S0-ELZ-920